

Teacher Preparation Guidelines

Note: Several teacher preparation courses offered in Nebraska higher education institutions are intended both for teachers of English as a Second Language (ESL) and foreign language teachers. The writers of the principles and model methods courses recognize that there is a strong overlap in the preparation of teachers in each field and also that each has its own unique characteristics and needs. In this section, the terms “foreign language” and “target language” are used to refer to a course, a classroom and/or a language that is to be taught. These terms are intended to refer to the instruction in both foreign language and ESL classrooms and the preparation of teachers in both groups.

Introduction

The development of teacher preparation guidelines was a major component of the Nebraska K-12 Foreign Language Standards/Frameworks Project. The guidelines include principles and outlines of model methods courses for the preparation teachers of foreign language and ESL. The guidelines are based on current research, the *Nebraska K-12 Foreign Language Frameworks*, and the *Nebraska Teacher Preparation Guidelines*.

The principles found in this section are broad statements based on current knowledge of teaching and learning. The model methods courses are the practical applications of the principles. The courses are reflective of the *Nebraska K-12 Foreign Language Frameworks* and best practices in education. A model methods course is outlined for the secondary level (grades 7-12) and the elementary level (grades K-6).

Three committees of Nebraska educators took part in the writing of the *Teacher Preparation Guidelines*. A committee representing the Nebraska higher education institutions and Nebraska K-12 classroom teachers identified the mission statement and selected the model for the guidelines. A committee of foreign language higher-education methods instructors completed the guidelines and wrote the outcomes and components for the secondary-level methods course. A third committee of elementary foreign language teachers and a higher education representative identified the outcomes for the elementary-level methods course.

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Mission Statement:

The Nebraska Foreign Language Teacher Preparation Guidelines provide directions and support to those institutions and their respective foreign language method instructors responsible for the preparation of foreign language educators. The eleven principles outlined in this document describe the development and assessment of the knowledge and skills required for successful foreign language teaching.

Pedagogical Notes:

Language Proficiency for the Foreign Language Teacher Candidate:

The target language is the medium of instruction and the mode of communication in today's foreign language classroom. It is, therefore, imperative that the teacher candidate should:

- ♦ be prepared to teach in the environment of the modern foreign language classroom.
- ♦ make a commitment to reach an advanced level of proficiency in the target language.
- ♦ experience the target language and culture in an immersion setting.

Reflection:

Reflection is the process of looking analytically at what you have done and what you are doing in order to make informed instructional decisions. It is an important part of the teacher preparation process and an essential component in all aspects of the methods course; for example, in the presentation, application, and assessment. Evidence of reflection may take the form of journaling, discussion, and/or self-critiques.

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Stages of Teacher Development

Stage 1: Beginning Teacher Candidate

Students are Education majors enrolled in required pre-professional education courses and foreign language courses.

Stage 2: Developing Teacher Candidate

Students are enrolled in foreign language methods courses.

Stage 3: Expanding Teacher Candidate

Students are engaged in a student-teaching experience in foreign language.

Stage 4: On-going Teacher (Professional Foreign Language Educator)

The professional foreign language classroom teacher:

- ♦ actively continues the process of implementing current best practices.
- ♦ participates in on-going staff development.
- ♦ continues to explore strategies and methods that encourage success for all learners.
- ♦ strives to be a life-long learner.

Teacher Preparation Guidelines

Principles*

Principle 1:

The teacher understands the relationship among central concepts of learning and teaching foreign languages, communicates high expectations and creates meaningful learning experiences for all students.

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none"> ► Observes and begins to explore how content, instructional decisions, expectations, and environment influence meaningful language learning. 	<ul style="list-style-type: none"> ► Understands how content, instructional decisions, expectations, and environment work together to influence meaningful learning for students. 	<ul style="list-style-type: none"> ► Creates learning experiences that incorporate content, instructional decisions, expectations, and an environment conducive to meaningful learning. 	<ul style="list-style-type: none"> ► Continues to research, evaluate and adjust the content, instructional decisions, expectations, and environment in order to make learning experiences meaningful for all students.

Principle 2:

The teacher understands how all students learn and develop, and can provide learning opportunities that support their intellectual and social development.

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none"> ► Explores theories of intellectual and social development and their impact on learning. 	<ul style="list-style-type: none"> ► Connects and relates developmental theories to instructional decisions. 	<ul style="list-style-type: none"> ► Applies developmental theories in instructional decisions. 	<ul style="list-style-type: none"> ► Researches and refines instruction based on developmental theories.

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* The Principles are modeled after the *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*. Council of Chief State School Officers/10 Massachusetts Ave. NW/Suite 700/ Washington, D.C. 20001-1431.

Principle 3: *The teacher understands how students differ in their approaches to learning and is able to adapt instructional strategies to encourage students' cognitive development.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ► Recognizes the diversity of learning styles and thinking processes that affect student learning. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ► Analyzes the impact of diverse learning styles and thinking processes to produce meaningful language experiences for all students. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ► Creates and implements instructional strategies that address the learning styles and thinking processes of all students. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ► Researches, reflects, and refines instructional decision-making in order to continue to implement best practices in the classroom.
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Principle 4: *The teacher creates a learning environment that encourages positive social interaction, motivation and active engagement in learning.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ► Observes and identifies how various learning environments affect the interactions, engagement, and motivation for all students. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ► Analyzes how group dynamics, teaching strategies and classroom management decisions encourage positive social interaction, active engagement, and motivated students. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ► Creates a learning environment that fosters positive social interaction and active engagement for all students. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ► Applies current research to meet changing student needs in an interactive classroom.
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Principle 5:

The teacher uses knowledge of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none"> ► Recognizes that teacher decisions and appropriate communication techniques foster independent thinking and establishes classroom climate that affects student participation, interaction, and collaboration. ► Observes that a teacher's appropriate verbal, nonverbal, and media communication techniques foster independent thinking and active inquiry. 	<ul style="list-style-type: none"> ► Identifies and analyzes strategies and techniques that encourage student participation, interaction, collaboration, independent thinking, and active inquiry. 	<ul style="list-style-type: none"> ► Creates a positive learning environment by implementing strategies and techniques that foster student participation, interaction, and collaboration as well as independent thinking and active inquiry. 	<ul style="list-style-type: none"> ► Applies current research on effective teaching models that support interaction and collaboration among independent thinkers.

Principle 6:

The teacher plans instruction based upon curriculum goals and content which reflect student needs and the communities they represent.

Beginning Teacher Candidate:	Developing Teacher Candidate:	Expanding Teacher Candidate:	On-going Teacher:
<ul style="list-style-type: none"> ► Recognizes that instructional planning involves not only curriculum goals and content but also students and the communities they represent. 	<ul style="list-style-type: none"> ► Analyzes instructional approaches and methods that connect curriculum goals, content, students, and their communities. 	<ul style="list-style-type: none"> ► Designs lessons that establish connections between curriculum goals, content, students, and their communities. 	<ul style="list-style-type: none"> ► Continues to develop the relationship between community and classroom.

Principle 7: *The teacher understands and uses a variety of assessment strategies to effectively evaluate all students.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ► Recognizes the differences between assessment and testing and begins to explore a variety of assessment practices. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ► Evaluates the effectiveness of a variety of assessment practices. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ► Selects and uses appropriate assessment to evaluate all students. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ► Researches and implements effective assessment practices.
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Principle 8: *The teacher is a reflective practitioner who continually evaluates the impact of instructional decisions on others (students, parents, and professionals in the learning community).*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ► Recognizes the interest and role of “parent” as the first teacher. ► Recognizes and understands that reflection is an integral part of instructional decision making. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ► Gains awareness of support services available to teachers; such as, counselors, administrators, school psychologists, social workers, custodians, aides, secretaries, and others. ► Begins to reflect on instructional decisions and recognizes the relationship between reflective process and effective instruction. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ► Identifies and seeks out appropriate support services. ► Makes instructional decisions and evaluates their effect on the learning process. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ► Communicates and collaborates with parents, colleagues, and support staff. ► Continues to make appropriate instructional decisions by integrating current research and reflective practices.
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Principle 9:

The teacher fosters relationships with families, colleagues, and community agencies to support student learning and well-being.

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ► Recognizes and understands that both the school and its students are members of and a reflection of a larger community. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ► Identifies family, school, and community resources which support student learning and well-being. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ► Utilizes the support of parents, school, and community resources which contribute to student learning and well-being. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ► Seeks out and collaborates with families, counselors, psychologists, administrators, teachers, and community agencies and groups to maintain a supportive environment for the student.
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Principle 10:

The teacher seeks appropriate multicultural connections and integrates those perspectives into the foreign language curriculum to prepare students for participation in a global society.

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none"> ► Explores multicultural concepts and contributions in our pluralistic society. 	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none"> ► Connects classroom learning and activities to communities within the United States and the world. 	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none"> ► Designs and implements instructional strategies that address multicultural perspectives. 	<p>On-going Teacher:</p> <ul style="list-style-type: none"> ► Creates a multicultural environment that permeates the foreign language classroom.
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Principle 11: *The teacher seeks out opportunities to grow professionally.*

<p>Beginning Teacher Candidate:</p> <ul style="list-style-type: none">► Gains awareness of professional activities and opportunities for professional growth; such as, state, regional, and/or national conferences.	<p>Developing Teacher Candidate:</p> <ul style="list-style-type: none">► Recognizes benefits of memberships in and the impact of professional associations on career development.	<p>Expanding Teacher Candidate:</p> <ul style="list-style-type: none">► Participates in activities/opportunities for professional growth; such as, local, state, regional and national conferences.	<p>On-going Teacher:</p> <ul style="list-style-type: none">► Seeks active involvement in leadership opportunities that promote professional growth.
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Teacher Preparation Guidelines

Model Methods Course—Secondary Level

Introduction

The secondary-level model methods course is the practical application of the principles found in the *Teacher Preparation Guidelines*. Course outcomes and four course components are described in this section.

Course Outcomes

The course *Outcomes* are statements of what teacher candidates will have accomplished by the end of the course. These outcomes are direct links to the principles.

Course Components

The components of the course are:

- ◆ Content
- ◆ Delivery of Content
- ◆ Application/Practice
- ◆ Assessment

These components describe a variety of concepts (knowledge and skills), strategies, and approaches for delivering, applying, and assessing the learning of the teacher candidate. They are intended as a “menu” of possible outcomes from which methods instructors can choose as they write their courses to prepare foreign language and ESL teachers.

- ◆ The content component lists the many *concepts* that methods instructors can present in varying degrees of depth—from knowledge and understanding of the concepts to the application of them.
- ◆ The delivery of content component is a list of *strategies* the instructors can use to present the concepts.
- ◆ The application/practice component describes the *tasks* the teacher candidate may do to demonstrate understanding of the concepts presented in the course.
- ◆ The assessment component describes the *tools* the methods instructors may use to assess the quality of the learning of the teacher candidate.

Description of Course Components and Topics

A detailed description of the sub-categories of each component follows the course outline.

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Course Outcomes

The teacher candidate will:

- ▶ Create a learner-centered classroom that encourages positive social interaction, motivation, and active engagement in learning; for example, pair work and cooperative learning.
- ▶ Integrate a variety of instructional practices optimizing learning for all students.
- ▶ Demonstrate an understanding of the relationship of best practices and approaches to foreign language teaching.
- ▶ Make instructional decisions and analyze and evaluate how they affect the learning process.
- ▶ Maximize use of the target language in the language classroom.
- ▶ Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior.
- ▶ Create long-range and daily lesson plans that integrate the *Nebraska K-12 Foreign Language Frameworks* with national and/or district guidelines.
- ▶ Design and implement a variety of assessment practices.
- ▶ Demonstrate the effective integration of technology to enhance instruction.
- ▶ Participate in professional activities and organizations.
- ▶ Demonstrate ethical conduct and professionalism.

Components of the Model Methods Course (Secondary level)

Note: The methods instructor may choose all or some of the topics under each component in the outline to prepare foreign language and ESL teacher candidates. Descriptions of the components and topics follow the outline.

▼ Content:

Concepts, knowledge, and skills needed by the teacher candidate:

Theoretical background

- ◆ Target-language learning

Instructional planning

- ◆ Nebraska K-12 Foreign Language Frameworks
- ◆ Communicative language teaching—incorporating the four skills and culture
- ◆ Assessment
- ◆ Teaching across disciplines
- ◆ Literature / Authentic texts
- ◆ Role of grammar
- ◆ Long-term, unit, and daily lesson planning
- ◆ Active / Interactive learning
- ◆ Technology
- ◆ Resource evaluation and adaptation

Approaches/Strategies

- ◆ Simulations, dramas, sketches, learning scenarios
- ◆ Grouping / pairing
- ◆ Classroom management and discipline
- ◆ Strategies to meet diverse learner needs

Role of teacher

- ◆ Reflective practitioner
- ◆ Promoter and model of life-long learning
- ◆ Communicator of high expectations for the learner

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Course components, cont.

▼ Delivery of Content:

Ways to deliver course content to the teacher candidate:

- ◆ Modeling
- ◆ Readings
- ◆ Multi-sensory presentations
- ◆ Discussion
- ◆ Cooperative groups
- ◆ Teamwork
- ◆ Technology

▼ Application/Practice:

Tasks required of the teacher candidate:

- ◆ Portfolio
- ◆ Classroom observation
- ◆ Micro-teaching
- ◆ Long-range, unit, and daily lesson plans including assessments
- ◆ Development/Adaptation of instructional materials
- ◆ Self assessment and reflection

▼ Assessment:

Ways to provide feedback and to assess the teacher-candidate's demonstration of knowledge and skills:

- ◆ Portfolio
- ◆ Journaling
- ◆ Videotapes of presentations

Description of Components of the Model Methods Course (Secondary level)

▼ Content:

*Concepts, knowledge, and skills needed
by the teacher candidate:*

Theoretical background

The basis for all the content of the course based on empirical research.

♦ **Target-language learning**

Knowledge of target-language acquisition theories and their implications for the language classroom.

Instructional planning

The process of deciding what will be taught and which strategies will be utilized to ensure that learning takes place.

♦ **Nebraska K-12 Foreign Language Frameworks**

Definition of support and parameters for the key ideas, concepts, and practices of curriculum and instructional design, development, and implementation.

♦ **Communicative language teaching**

- Use of methods and techniques that are appropriate for developing communicative abilities in target-language learners.
- Incorporating the four skills and culture.

- **Four Skills**

Integration of listening, speaking, reading and writing in real-world contexts on a daily basis.

- **Culture**

Connection of culture with curricular objectives and language learning. Evidence of multicultural infusion that reflects issues of diversity (e.g., contributions and influences of African-American, Asian-American, Hispanic-American, Native-American, etc.).

♦ **Assessment**

Knowledge and use of a variety of assessment practices; such as, rubrics, alternative, and portfolios.

♦ **Teaching across disciplines**

Encouragement of interdisciplinary connections through integrated curricular projects and /or teaming opportunities.

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Description of Course Components, cont.

- ◆ **Literature /Authentic texts**
 - Use of authentic target language texts; for example, children’s books, short stories, novels, poetry, newspaper / magazine articles.
 - Knowledge of the effective use of authentic target language texts in the target-language classroom.
- ◆ **Role of grammar**

Knowledge of the effect of grammar instruction on target-language acquisition. Implications for the role of grammar instruction in the communicative classroom.
- ◆ **Long-range, unit, and daily lesson plans**
 - Knowledge of the relationship among the levels of curriculum planning and the “top-down” approach used in planning; that is:
 - the entire program or course level.
 - the development of units that make up the courses.
 - the creation of daily lesson plans.
 - Application of using state and /or district curriculum guides as a basis for planning.
- ◆ **Active/interactive learning**

Knowledge of how to involve students actively by giving them ownership in the learning process.
- ◆ **Technology**

Use of VCR’s, Internet, CD-Rom, audio tapes, videodiscs, living books, television, and other computer and audio-video resources. The use of technology should enhance the curriculum goals of the class.
- ◆ **Resource evaluation and adaptation**
 - Evaluation of a variety of learning materials appropriate to content, age, and developmental level of students to identify content appropriate materials.
 - Adaptation of materials for maximum effectiveness in enhancing curricular goals.

Approaches and Strategies

Knowledge of the difference between approaches and strategies.

- ◆ **Approaches**

Theoretical or philosophical bases from which teachers make instructional decisions.

♦ **Strategies**

Techniques and activities that the teacher selects to achieve successful student learning

- **Simulations, dramas, sketches, learning scenarios**
Use of learning scenarios and simulations that allow students to demonstrate what they know and can do.
- **Grouping /Pairing**
Use of grouping strategies (structured, cooperative learning, pair work) to actively engage students.
- **Classroom management and discipline**
Knowledge and use of strategies that promote a positive classroom environment.
- **Strategies to meet diverse learner needs**
 - Knowledge of learning styles, multiple intelligences, cognitive theory, and special needs.
 - Use of a variety of strategies that meet the needs of diverse learners in the classroom.

Role of the teacher

Knowledge of the roles the teacher plays in the communicative language classroom.

♦ **Reflective practitioner**

Analysis and review of the effectiveness of instructional strategies; such as, ongoing journaling, peer evaluation, and videotaping.

♦ **Promoter and model of life-long learning**

Knowledge of the importance of the development of self professionally and academically as an ongoing process (life-long learning).

♦ **Communicator of high expectations**

Knowledge of the impact of high expectations on the learner and the need to make them appropriate to the learner's age and ability.

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Description of Course Components, cont.

▼ Delivery of Content:

Ways to deliver course content to the teacher candidate:

- ◆ **Modeling**
Opportunities to observe a variety of instructional strategies and apply them to future teaching situations.
- ◆ **Readings**
 - Exposure to and reflection on theories of target-language learning and teaching.
 - Creation of curriculum units that reflect the readings and classroom discussions and dialogue.
- ◆ **Multi-sensory presentations**
Selection of instructional strategies that provide student learning opportunities through multiple sensory approaches; such as, visuals and manipulatives.
- ◆ **Discussion**
Opportunities for classroom reaction to and discussion of course content on an ongoing basis.
- ◆ **Cooperative groups**
Participation in cooperative groups as a model for the use of the technique in the target-language classroom
- ◆ **Teamwork**
Encouragement of peer alliances to demonstrate the power of collaboration in teaching and learning.
- ◆ **Technology**
Use of current technology to gain hands-on experience for future applications.

▼ Application/Practice:

Tasks required of the teacher candidate:

- ◆ **Portfolio**
Accumulation of lessons, ideas, materials for future use as a resource in the target-language classroom.
- ◆ **Classroom observations**
Observations in target language classrooms provide opportunities for reflection on how theory connects to practice.
- ◆ **Micro teaching**
Demonstrations of lessons allow teacher candidates to apply knowledge, receive feedback, and self-evaluate.

- ♦ **Lesson plans including assessments**

Creation of daily lesson plans and sample assessments included in a typical unit.

- ♦ **Self assessment and reflection**

- Analysis by the teacher candidate on the level of performance of the tasks.
- Reflection on the skills and knowledge presented in course.

▼ **Assessment:**

Ways to deliver course content to the teacher candidate:

- ♦ **Portfolio**

Accumulation of lessons, materials, ideas, and resources to provide evidence of growth for the purpose of evaluation.

- ♦ **Journaling**

Creation of a vehicle to frame student's actions, reactions and reflections as a means of ongoing self-assessment.

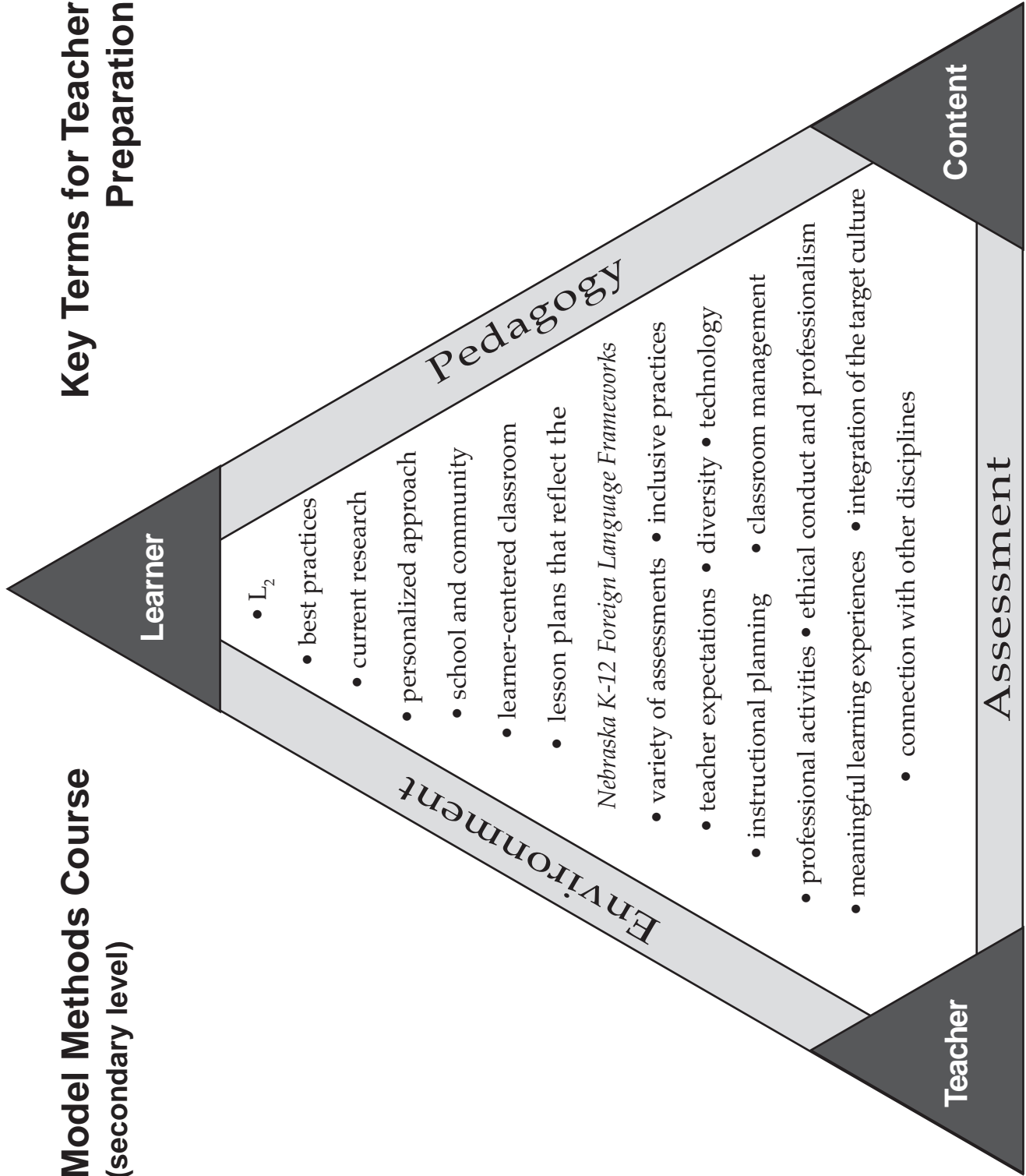
- ♦ **Videotapes of presentations**

Videotapes of micro-teaching lessons are used for both self and teacher assessment.

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Model Methods Course (secondary level)

Key Terms for Teacher Preparation



Teacher Preparation Guidelines

Model Methods Course—Elementary Level

Introduction

The elementary-level model methods course is the practical application of the *Principles* found in the *Teacher Preparation Guidelines*. Course outcomes and essential skills and knowledge needed are described in this section.

The *Outcomes* recommended for the elementary-level methods are statements of what teacher candidates will have accomplished by the end of the course. These outcomes are direct links to the *Principles* of the *Teacher Preparation Guidelines*.

The *Essential Skills and Knowledge Needed* further defines the outcomes by providing examples of how foreign language and ESL teacher candidates may demonstrate achievement of the outcomes.

Course Outcomes

– Essential Skills and Knowledge Needed

The teacher candidate will:

The teacher candidate is able to:

► *Create a learner-centered/child-centered classroom that encourages positive social interaction, motivation, and active engagement in learning.*

- ◆ respond to issues of class size.
- ◆ demonstrate an understanding of the relationship between group settings and inclusive practices.
- ◆ structure activities so that learners assume responsibility for their learning; for example, learning centers, project teaching, cooperative learning, and technology.

► *Demonstrate optimal use of the target language in the foreign language classroom.*

- ◆ use the target language as frequently as possible and solicit its use by students.

► *Integrate a variety of instructional practices optimizing learning for all students.*

- ◆ design and implement instructional practices that reach a range of developmental levels.

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Teacher Preparation Guidelines

Course Outcomes—Essential Skills and Knowledge, cont.

The teacher candidate will:

The teacher candidate is able to:

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| <p>► <i>Demonstrate an understanding of best practices and approaches to foreign language teaching.</i></p> | <ul style="list-style-type: none">◆ apply techniques and strategies; such as, TPR, whole language, role play, story telling, the use of authentic texts, rhymes, cartoons, songs, games, children’s literature, puppetry, videos, dramas, sports, and multiple intelligences to maximize student learning. |
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| <p>► <i>Utilize the content of the K-6 elementary school curriculum.</i></p> | <ul style="list-style-type: none">◆ collect and organize materials and other resources with the other core subjects.◆ create connections to integrate other core subjects; thematic, teaming, project, performance, culture, co-curricular.◆ Reinforce literacy skills through l2 reading and writing. |
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| <p>► <i>Demonstrate an understanding of the variety of FLES, FLEX, and Immersion models.</i></p> | <ul style="list-style-type: none">◆ choose, analyze, and develop materials for each model.◆ design lessons that reflect content-based and /or content-enriched instruction.◆ identify variables; for example, class size, socio-economic status, diversity, time, and motivation that affect attainable language proficiency goals for each model. |
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| <p>► <i>Demonstrate an understanding of the developmental stages and needs of students in grades K-6.</i></p> | <ul style="list-style-type: none">◆ Apply knowledge of the developmental stages of students in grades K-7 to design strategies to meet their cognitive, physical, social, civic, and emotional needs. |
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| <p>► <i>Integrate aspects and behaviors of the target culture appropriate to the developmental needs and interests of students.</i></p> | <ul style="list-style-type: none">◆ identify and incorporate cultural universals.◆ access resources for cultural information; for example, community resources, internet, web, and authentic materials.◆ create concrete experiences that reflect behavior and practices of the target culture. |
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- Challenge for a New Era

The teacher candidate will:

The teacher candidate is able to:

- *Recognize relationships among teacher expectations, instructional planning, classroom management, and student behavior.*

- ◆ demonstrate and apply appropriate management and discipline strategies to maximize the learning of all students; for example, ADD, ADHD, LD, BD, ED.
- ◆ demonstrate and apply classroom management strategies.
- ◆ Design and implement instructional practices that reach a range of developmental levels, learning styles, multiple intelligences, and abilities; for example, inclusion, sped, gifted, and native speakers.

- *Create lesson plans using a variety of instructional practices*

- ◆ create lesson plans that:
 - incorporate the *Nebraska K-12 Foreign Language Frameworks*.
 - reflect interdisciplinary / content-based / content-enriched outcomes.
 - integrate affective components ; for example, risk-taking; safe, nurturing environment; equity; discovery and constructivism; social skills; and personal development.
 - adapt lessons that reflect diversity.
 - foster learner-centered environments.
 - demonstrate inclusive practices.
 - emanate from meaningful, purposeful, learning experiences.
 - allow for personalized instruction by encouraging reflection by both student and teacher and by involving students in decision making.

- *Design and implement a variety of assessment practices.*

- ◆ design and implement written and non-written forms of assessing and evaluating students' progress; for example, teacher observations, student demonstrations, portfolios, rubrics, narratives, progress reports, testing, and grades.

- *Apply research on school and teacher effectiveness in classroom practices*

- ◆ apply knowledge of current research to design strategies for classroom instruction.

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Teacher Preparation Guidelines

Course Outcomes—Essential Skills and Knowledge, cont.

The teacher candidate will:

The teacher candidate is able to:

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| <p>► <i>Exhibit classroom practices based on current research and knowledge of target language acquisition theory</i></p> | <ul style="list-style-type: none">◆ apply research on school and teacher effectiveness.◆ apply an understanding of current target language acquisition theory. |
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| <p>► <i>Make instructional decisions and analyze and evaluate how they affect the learning process</i></p> | <ul style="list-style-type: none">◆ develop, adapt, and evaluate instructional materials to meet curricular goals and be developmentally and age appropriate.◆ design and adapt lessons that make effective use of given time parameters for the learner goals. |
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| <p>► <i>Use a variety of evaluation strategies to improve instruction and to create an articulated program.</i></p> | <ul style="list-style-type: none">◆ engage in reflective practices designed to improve instruction; for example, journal writing; videotapes; peer observation; student, peer, and supervisory feedback.◆ investigate practices designed to evaluate the effectiveness of the program.◆ explore articulation between and across levels. |
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| <p>► <i>Develop strategies for becoming an integral part of the school and community.</i></p> | <ul style="list-style-type: none">◆ identify the social structure of the school; for example, climate, educational philosophy, values, missions, and beliefs.◆ develop a personal support system; for example, mentors, confidante, and peer coach. |
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| <p>► <i>Demonstrate ethical conduct and professionalism.</i></p> | <ul style="list-style-type: none">◆ recognize the foreign language teacher's unique role as ambassador of a different culture.◆ recognize the teacher's unique role of foreign language specialist in the elementary setting.◆ explore pro-active ways to communicate the specialist's role to the families of students, colleagues, and community agencies.◆ explore pro-active way to advocate for foreign language.◆ model high ethical standards in interactions with students, families, colleagues, and community agencies. |
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- 368
- Challenge for a New Era*

The teacher candidate will:

- *Participate in professional activities and organizations, such as:*

The teacher candidate is able to:

- ◆ Obtain membership and serve as an active member in organizations, such as:
 - Nebraska Foreign Language Association (NFLA)
 - National Network for Early Language Learning (NNELL)
 - Advocates for Language Learning (ALL)
 - Second Language Acquisition by Children Conference (SLAC)
 - National Association for Bilingual Education (NABE)
 - National Resource Center at Iowa State (FLES News)
 - American Council for the Teaching of Foreign Languages (ACTFL)
 - American Association for the Teaching of French
 - American Association for the Teaching of Spanish and Portuguese
 - American Association for the Teaching of German.

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Model Methods Course
(elementary level)

Key Terms for Teacher Preparation

